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ABSTRACT

An overview is provided of the Human Resources Development (HRD) program in the North Carolina Community College System, focusing on trend data and program achievements for 1992-93. The first section of the report traces the growth of systemwide HRD activities from 1970, when a pilot program offering basic pre-job training was implemented at Lenoir Community College, to the present. The next section provides an outline of the "core" curriculum of HRD training, which includes an assessment of individual assets and limitations and the development of positive self-concept, interpersonal skills, motivation, and goal-setting skills; listening and oral communication skills; problem-solving skills; and various employability skills. Next, information is provided on recruitment, enrollment, and HRD students, indicating that since 1975, 94,278 students have enrolled in HRD programs with enrollments currently averaging 5,237 per year. Enrollment data and information on the ethnicity and gender of HRD students are then provided for 1975 to 1992. The next section focuses on placements and student tracking, reporting that: (1) since 1975, more than 31,580 graduates have gained employment after completing the program, with 1,958 HRD students successfully finding employment in 1992-93; (2) in the past 18 years, 20,404 HRD students moved into vocational, technical, or occupational skills training; and (3) HRD programs provided follow-up services to 64,698 graduates between 1975 and 1992, with 6,191 1991-92 graduates receiving follow-up counseling and placement assistance in 1992-93. The next section deals with funding, return on investment, and cost effectiveness of HRD programs. Performance tables and a description of the HRD efficiency index calculation are included. (AC)

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ED 368 445

Human Resources Development Program

Performance Summary

Employment Readiness Section
Division of Program Services
North Carolina Department of Community Colleges

JC 940 263

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HUMAN RESOURCES DEVELOPMENT PROGRAM
PERFORMANCE SUMMARY REPORT

EMPLOYMENT READINESS SECTION
PROGRAM SERVICES DIVISION
NC DEPARTMENT OF COMMUNITY COLLEGES

OCTOBER 1993

HUMAN RESOURCES DEVELOPMENT PROGRAM

In January 1970, the first Human Resources Development (HRD) pilot program in the NC Community College System began at Lenoir Community College in Kinston, NC. Dr. Ben Fountain, then president of Lenoir CC, believed that recruitment for the basic pre-job training brought to the campus men and women who, in his opinion, otherwise might never have seen "college" as a place that could help them.

In the following two years, five other community colleges tried their hand at HRD training -- Asheville Buncombe TCC, Craven CC, Isothermal CC, Southeastern CC, and Roanoke-Chowan CC. By 1973, 30 programs were in operation and today there are 44 programs across the state.

The concept, developed and nurtured by the MDC, Inc. staff in the early 1960s, has evolved into a systemwide, state sponsored program with a successful track record. The program owes much to the original MDC design which focused on an orientation and motivation curriculum in the classroom, a student follow-up system and a funding mechanism based on the economic performance of the programs' graduates.

TRAINING CURRICULUM

The early years of experimentation with the HRD curriculum led to a clear-cut "core" curriculum which is still the foundation of HRD training today. This curriculum includes:

- o Assessment of individual assets and limitations (includes assessment of attitudes, interpersonal behavior and educational and career goals);
- o Development of positive self-concept;
- o Development of interpersonal skills and group effectiveness;
- o Development of motivation and goal setting skills;
- o Development of listening and oral communication skills;
- o Development of problem-solving skills; and
- o Development of employability skills (including instruction in completing job applications and resumes, handling job interviews and follow-up, finding appropriate job openings, conducting active job search, and handling responsibilities as an employee.

Today, many programs also offer training components that complement this training. These can include General Educational Development (GED) preparation, basic skills review and/or skill training in areas such as retail sales, geriatrics, day care, health, construction and any other skill areas which match job opportunities in the community.

HRD classes average four to six weeks in length. Instructors use a variety of classroom techniques to help students move closer to attaining their goals. Program staff give further support through individual counseling on issues which surface in class settings. Students in HRD classes form a strong bond with each other and the instructor in the process of focusing on their goals. In fact, most HRD instructors feel that the peer support group which develops in an HRD class is one of the most important benefits of HRD training.

RECRUITMENT, ENROLLMENTS AND STUDENT DATA

It has been clear from its beginning that the HRD program must be much more than a classroom training program. Program personnel are responsible for recruitment, classroom training, career counseling, job and training placements and student follow-up and tracking.

Recruitment techniques vary somewhat from program to program, but the basic approach is the same -- personal contact and student referrals. All programs use media resources, contact with other agencies, and flyers, brochures and posters in key locations, but the consistently best recruitment technique of all is word-of-mouth. HRD students send their families and friends to a program where they have found an avenue to success.

ETHNIC AND GENDER CHARACTERISTICS OF HRD STUDENTS, 1975 - 1992

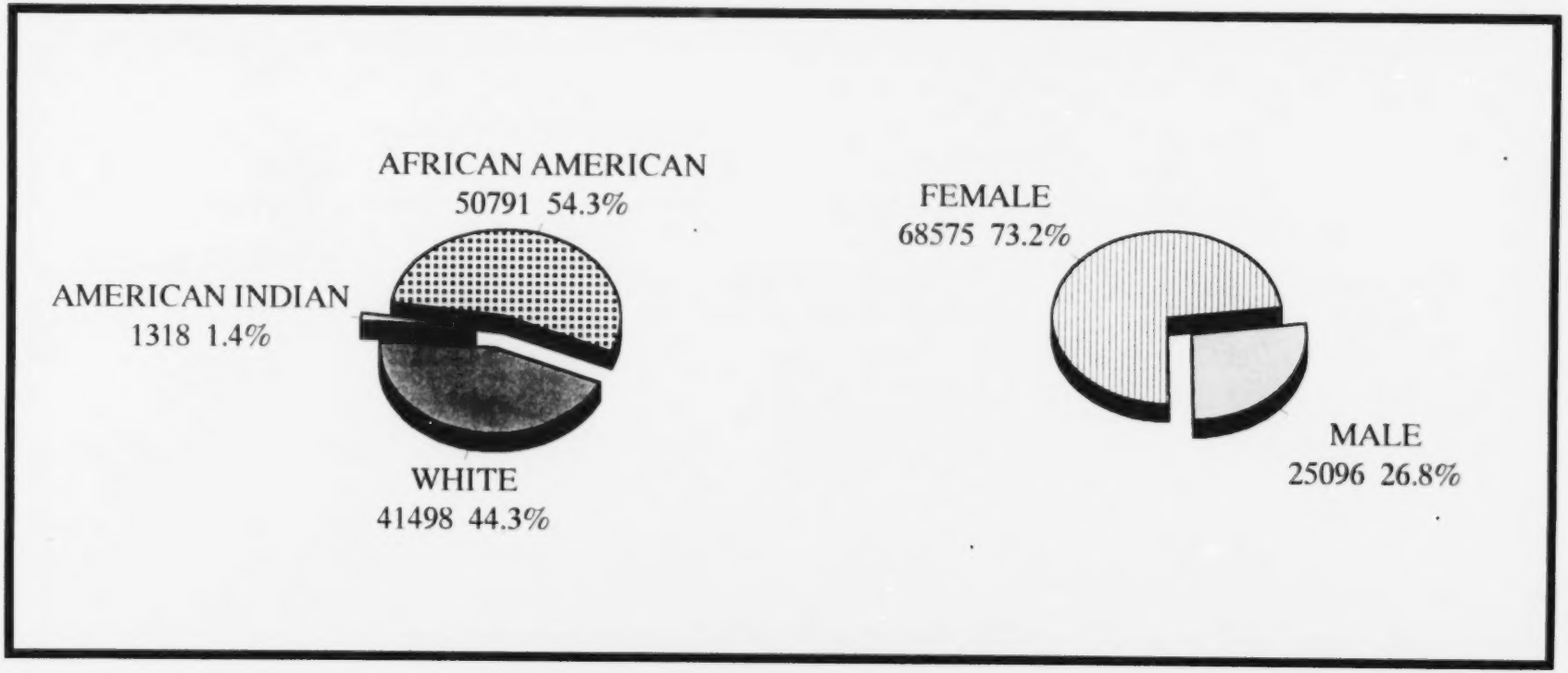

FIGURE 1

Since 1975, *94,278* students have enrolled in HRD programs. Enrollments now average *5,237* annually with *8,565* enrolling in 1992-93. A large percentage of HRD enrollees have been minority (*54%* African American and *1.4%* American Indian) and female (*73%*). Approximately one-half of all enrollees have not completed high school and one-third are public assistance recipients. **Figure 1** summarizes enrollment, and ethnic and gender characteristics of HRD students from 1975-92. Student data were incomplete in some years, so figures do not equal total enrollments.

HRD students during 1992-93 were predominately female (*69%*). Fifty percent were minority (*48%* African American and *2%* American Indian). Forty-four percent of students enrolled in 1992-93 were receiving some form of public assistance and 44 percent had completed less than 12 years of public school. (Refer to **Tables 2, 3 and 4** in Part Two of this report for 1992-93 student data by program.)

PLACEMENTS AND STUDENT TRACKING

Since 1975, more than *31,580* graduates have gained employment after completing the program. In 1992-93, *1,958* students completing HRD successfully found employment. Although HRD continues to emphasize job placement as the end result of HRD training, many students need further skill training before entering employment. In addition, a changing economy which requires a highly skilled workforce has increased the emphasis on placement of HRD graduates in vocational/technical and basic skills training.

In the past 18 years, ***20,404*** HRD students have moved into vocational, technical or occupational skill training after graduating from the program. An additional *6,075* have enrolled in Adult Basic Education (ABE), Adult High School Diploma (AHSD) or General Educational Development (GED) training. **Figure 2** summarizes completion, and employment and training placements for HRD students from 1975 - 1992.

In 1992-93, ***902*** students graduating from HRD enrolled in vocational/technical classes, ***754*** enrolled in occupational extension, and ***933*** enrolled in ABE, AHSD or GED. In addition, ***304*** students had completed their GED upon graduation from the program or during their 12 month follow-up. (Refer to **Tables 1 and 2** in Part Two for placement data for 1992-93.)

Student follow-up/tracking is one of the most important features of the HRD program. HRD staff must maintain contact with their students for one year after they graduate from the program. In formal terms, staff must complete three-month, six-month and twelve-month student reports on their graduates to capture post-training income, public assistance and training placement information. In reality, staff often have weekly or monthly contacts with program graduates as they continue to counsel, listen to job or family concerns and help students move on into another job or training when they have been unsuccessful.

In addition to serving the ***94,278*** students who enrolled between 1975 and 1992, HRD programs also provided follow-up services to ***64,698*** graduates. In 1992-93, ***6,191*** graduates from 1991-92 received follow-up counseling and placement assistance. (See **Table 5** in Part Two for 1992-93 follow-up data.)

GRADUATES, TRAINING AND JOB PLACEMENTS

1975 - 1992

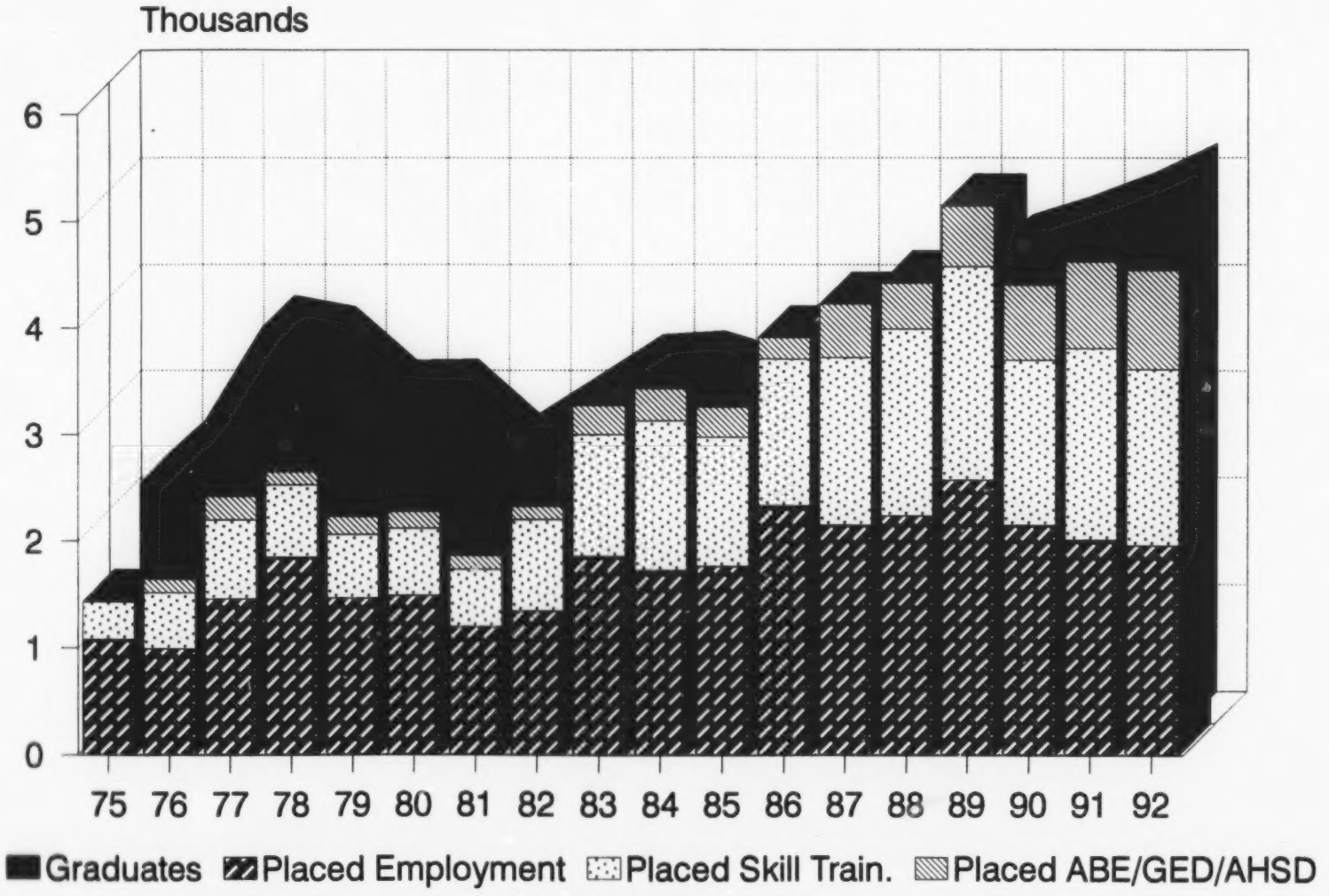

FIGURE 2

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FUNDING, RETURN ON INVESTMENT AND COST EFFECTIVENESS

To accomplish the dual task of determining the program value and provide a way of evaluating program performance, the early MDC staff developed a mechanism for calculating the improvement of economic conditions for program graduates and comparing this against the state costs of operating the program.

This mechanism which has gone through some adjustments over the years, is still a major factor in determining annual funding allocations for each program. Known to HRD staff as the "earnback index", the formula calculates the increase in income and decrease in public assistance receipts for each graduate of the program in a given year.

These two "performance indicators" are added together and then divided by the amount of state dollars and student benefits invested in the program for that year.

Beginning in 1975 (when data were maintained on these indicators) through 1991, program graduates had a total increased income of ***$147*** million and a decrease in public assistance payments of ***$20 million***. Compared to the state investment of ***$53 million*** in this period, the income increase and public assistance decrease gave taxpayers a ***315*** percent return on their investment. **Figure 3** shows a comparison by year between the state investment and student income increase and public assistance decrease.

STATE INVESTMENT COMPARED TO STUDENT INCOME INCREASE AND WELFARE DECREASE 1975 - 1992

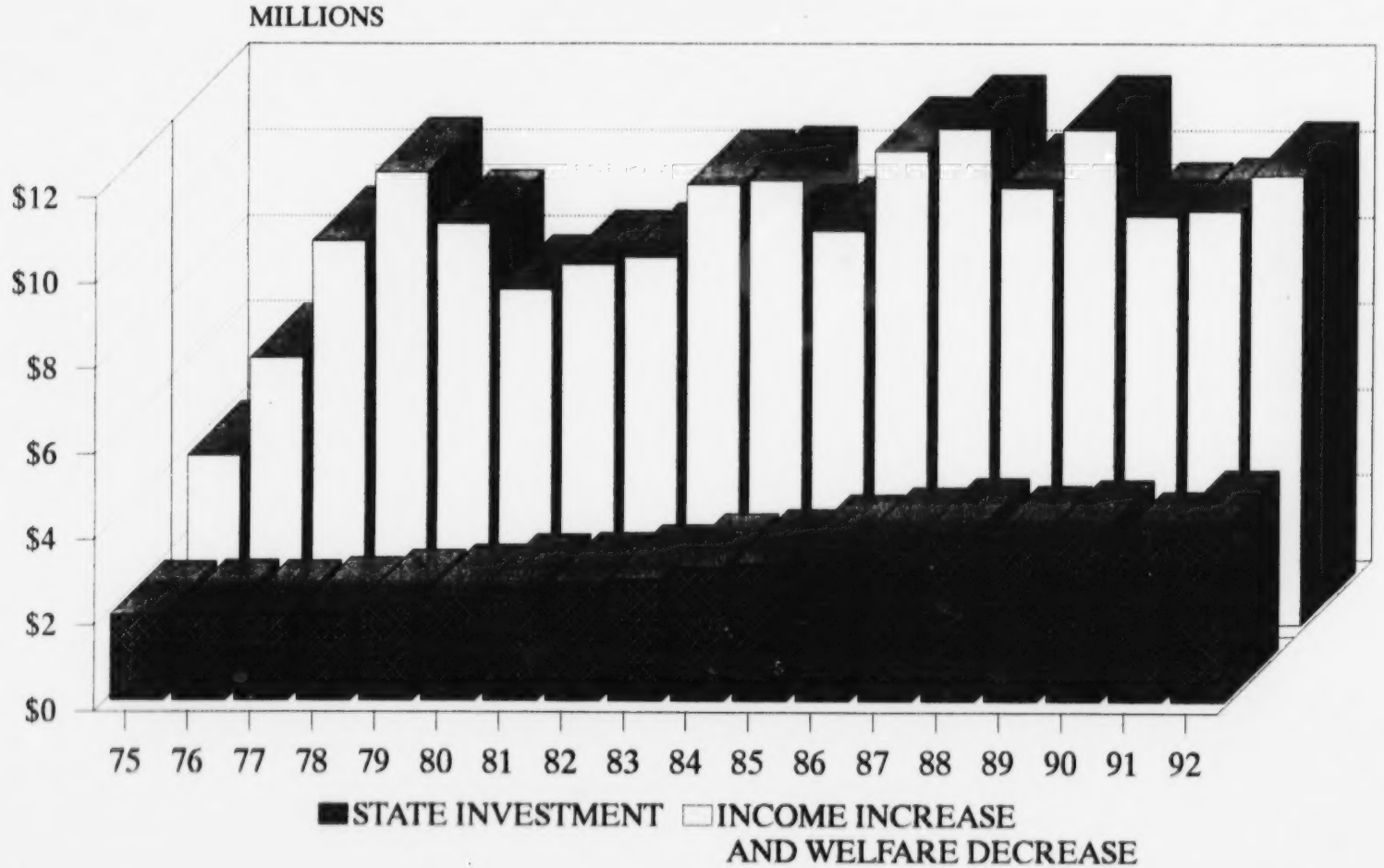

FIGURE 3

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In 1992-93, program graduates increased their income by ***$9.7 million*** and reduced their public assistance payments by ***$761,001***. Compared to the state cost of ***$4.1 million***, this income increase and public assistance decrease represents a return of over $2 for every $1 invested in the program. (Refer to **Tables 6 and 7** in Part Two for 1992-93 investment and return data.)

During the program's history, federal employment and training dollars have been invested in the program -- primarily through stipend or student benefit payments to students enrolled in HRD. Between 1975 and 1992, ***$11 million*** in Comprehensive Employment and Training Act (CETA) or Job Training Partnership Act (JTPA) stipends or benefits were received by HRD students. In 1992-93, ***$17,545*** in JTPA benefits were received by students in the program.

Program cost per participant provided by the state have remained fairly constant over the past 18 years. The average program cost per student from 1975-92 was ***$686;*** the average program cost for 1992-93 was ***$485***. Compared to the national average cost of $2,525 per participant for CETA and national average cost of $1,556 per participant for JTPA, participant costs for HRD programs have remained relatively low.

CONCLUSION

Many people have gone through the doors of the HRD program in the past 21 years, both students and staff. The

program has accumulated a rich history -- many stories of successes, a few failures, and rewarding relationships with students who have helped us grow.

Program staff feel justified to claim that HRD is an effective program -- economically, socially and educationally. The program provides one mechanism which has proven successful in responding to the problems associated with North Carolina's unskilled, unemployed adults.

Programs must be continually re-evaluated to make sure that they remain relevant to the population they serve -- HRD is no exception. Program staff continue to evaluate every facet of the program to be prepared to meet the needs of their students. We believe that HRD can continue to be successful and improve with the appropriate administrative and financial support.

PART TWO

HUMAN RESOURCES DEVELOPMENT PROGRAM
PERFORMANCE TABLES FOR 1992 - 1993

TABLE 1 1992-93 ENROLLMENTS, COMPLETIONS, AND PLACEMENT OF GRADUATES

REGION & COLLEGE	STUDENTS ENROLLED	GRADUATES	JOB PLACED	VOC/TECH TRAINING PLACED	OTHER SKILL TRAINING PLACED	ABE, GED, AHSD PLACED	% TOTAL GRADUATES PLACED*
A HAYWOOD	185	82	25	28	1	35	102%
SOUTHWESTERN	182	128	15	8	97	2	122
TRI-COUNTY	65	33	19	9	7	1	109
B ASHEV-BUNC	434	139	122	24	0	1	105
BLUE RIDGE	111	77	29	1	58	3	118
C CLEVELAND	58	44	15	11	8	30	145
ISOTHERMAL	141	118	88	2	104	0	164
MCDOWELL	376	184	107	47	1	6	88
D MAYLAND	289	112	64	53	25	4	130
WILKES	255	123	32	17	24	36	88
E CALDWELL	176	93	52	10	0	11	78
W. PIEDMONT	87	53	13	5	0	16	64
F C. PIEDMONT	296	178	116	46	3	0	92
GASTON	364	160	15	1	0	8	6
ROWAN-CABARRUS	203	169	31	3	0	171	121
STANLY	91	79	45	7	0	22	93
G ALAMANCE	89	26	23	6	0	2	119
DAVIDSON	445	393	100	24	80	37	61
GUILFORD	290	200	34	47	0	41	61
RANDOLPH	96	56	3	15	2	22	75
ROCKINGHAM	186	163	71	8	4	35	72
H ANSON	257	193	30	1	0	3	17
MONTGOMERY	69	31	6	12	0	6	77
RICHMOND	465	176	61	5	0	81	83
SANDHILLS	93	86	36	7	11	31	98
I SURRY	158	89	45	49	1	18	126
J JOHNSTON	67	44	25	2	0	38	147
PIEDMONT	252	116	43	29	0	6	67
VANCE-GRAN	148	103	13	19	6	56	91
L EDGECOMBE	58	38	15	16	1	11	113
HALIFAX	38	26	3	12	0	9	92
WILSON	161	64	15	14	1	21	79
M FAYETTEVILLE	328	198	60	21	0	4	42
N BLADEN	209	127	66	39	9	1	90
ROBESON	139	65	11	3	16	2	49
O CAPE FEAR	198	129	65	25	2	9	78
SOUTHEASTERN	305	206	112	61	21	35	111
P JAMES SPRUNT	97	91	45	27	4	5	89
LENOIR	364	159	50	39	0	32	76
PAMLICO	77	42	24	0	0	0	57
WAYNE	214	198	44	7	195	18	133
Q MARTIN	217	167	92	120	0	12	134
PITT	196	153	71	18	73	42	133
ROANOKE-CHOWAN	36	19	7	4	0	7	94
TOTALS	***8,565***	***5130*** (59%)	***1958*** (38%)	***902*** (18%)	***754*** (15%)	***933*** (18%)	***89%***

**A total placement rate greater than 100% is a result of placements in both employment and training. Percentages have been rounded off.*

TABLE 2 EDUCATIONAL LEVEL OF 1992-93 STUDENTS, 1992-93 GRADUATES PLACED IN ABE/GED/AHSD AND 1992-93 GRADUATES COMPLETING THE GED

REGION & COLLEGE	*ENROLLED*	*% STUDENTS HIGH SCHOOL COMPLETION*	*% STUDENTS LESS THAN H.S. COMPLETION*	*% GRADUATES PLACED ABE, AHSD, GED**	*% GRADUATES COMPLETE GED AT EXIT OR FOLLOW-UP**
A HAYWOOD	185	57%	43%	43 %	11%*
SOUTHWESTERN	182	24	76	2	1
TRI-COUNTY	65	45	55	3	15
B ASHEV-BUNC	434	82	18	1	9
BLUE RIDGE	111	21	79	4	3
C CLEVELAND	58	45	55	68	7
ISOTHERMAL	141	75	25	0	0
MCDOWELL	376	70	30	3	5
D MAYLAND	289	64	36	4	3
WILKES	255	51	49	29	0
E CALDWELL	176	41	59	12	3
W. PIEDMONT	87	30	70	30	11
F C. PIEDMONT	296	96	4	0	1
GASTON	364	19	81	5	11
ROWAN-CABARRUS	203	7	93	101	2
STANLY	91	62	38	28	8
G ALAMANCE	89	17	83	8	8
DAVIDSON	445	35	65	9	.2
GUILFORD	290	67	33	21	1
RANDOLPH	96	49	51	39	11
ROCKINGHAM	186	51	49	21	0
H ANSON	257	59	41	2	1
MONTGOMERY	69	36	64	19	0
RICHMOND	465	29	71	46	70
SANDHILLS	93	53	47	36	16
I SURRY	158	68	32	20	3
J JOHNSTON	67	28	72	86	5
PIEDMONT	252	61	39	5	5
VANCE-GRAN	148	34	66	54	4
L EDGECOMBE	58	45	55	29	8
HALIFAX	38	47	53	35	23
WILSON	161	52	48	33	0
M FAYETTEVILLE	328	95	5	2	1
N BLADEN	209	64	36	1	1
ROBESON	139	65	35	3	0
O CAPE FEAR	198	62	38	7	1
SOUTHEASTERN	305	73	27	18	4
P JAMES SPRUNT	97	84	16	5	1
LENOIR	364	58	42	20	12
PAMLICO	77	65	35	0	0
WAYNE	214	78	22	9	0
Q MARTIN	217	73	27	7	1
PITT	196	63	37	27	6
ROANOKE-CHOWAN	36	19	81	37	21
TOTALS	***8,565***	***56%*** (4,792)	***44%*** (3,773)	****18%*** (933)	****6%*** (304)

**Percentage of program graduates.*

TABLE 3 NUMBER OF 1992-93 ENROLLEES RECEIVING PUBLIC ASSISTANCE AND JTPA STUDENT BENEFITS

REGION & COLLEGE	*STUDENTS ENROLLED*	*% OF STUDENTS RECEIVING AFDC, FS, AND/OR UI**	*% OF STUDENTS RECEIVING JTPA STUDENT BENEFITS*
A HAYWOOD	185	78%	1%
SOUTHWESTERN	182	21	20
TRI-COUNTY	65	31	57
B ASHEV-BUNC	434	40	8
BLUE RIDGE	111	46	50
C CLEVELAND	58	88	0
ISOTHERMAL	141	29	0
MCDOWELL	376	18	2
D MAYLAND	289	27	1
WILKES	255	67	0
E CALDWELL	176	66	29
W. PIEDMONT	87	71	0
F C. PIEDMONT	296	34	0
GASTON	364	60	2
ROWAN-CABARRUS	203	66	0
STANLY	91	55	24
G ALAMANCE	89	43	0
DAVIDSON	445	15	2
GUILFORD	290	77	0
RANDOLPH	96	91	0
ROCKINGHAM	186	22	0
H ANSON	257	7	0
MONTGOMERY	69	16	0
RICHMOND	465	23	0
SANDHILLS	93	67	0
I SURRY	158	44	0
J JOHNSTON	67	42	0
PIEDMONT	252	15	0
VANCE-GRAN	148	86	0
L EDGECOMBE	58	64	0
HALIFAX	38	97	0
WILSON	161	42	4
M FAYETTEVILLE	328	29	0
N BLADEN	209	26	0
ROBESON	139	59	0
O CAPE FEAR	198	63	0
SOUTHEASTERN	305	57	0
P JAMES SPRUNT	97	53	0
LENOIR	364	54	1
PAMLICO	77	40	1
WAYNE	214	57	0
Q MARTIN	217	35	5
PITT	196	76	14
ROANOKE-CHOWAN	36	53	0
TOTALS	***8565***	***44 %***	***4 %***
		(3747)	(307)

**AFDC (Aid to Families with Dependent Children, FS (Foostamps), UI (Unemployment Insurance)*

TABLE 4 ETHNIC AND GENDER CHARACTERISTICS OF HRD STUDENTS ENROLLED, 1992-93

REGION & COLLEGE	STUDENTS ENROLLED	AFRICAN AMERICAN ENROLLED MALE / FEMALE		WHITE ENROLLED MALE / FEMALE		AMERICAN INDIAN ENROLLED MALE / FEMALE	
A HAYWOOD	185	1	6	19	158	0	0
SOUTHWESTERN	182	60	18	22	65	0	15
TRI-COUNTY	65	0	0	21	42	0	2
ASHEV-BUNC	434	10	87	51	277	0	2
BLUE RIDGE	111	34	10	24	39	2	0
C CLEVELAND	58	5	42	0	11	0	0
ISOTHERMAL	141	6	29	11	95	0	0
MCDOWELL	376	10	46	74	241	0	1
D MAYLAND	289	40	7	74	165	1	0
WILKES	255	4	21	50	178	0	1
E CALDWELL	176	2	35	24	114	0	0
W. PIEDMONT	87	4	10	8	64	0	0
F C. PIEDMONT	296	9	132	57	84	0	1
GASTON	364	13	104	76	166	0	2
ROWAN-CABARRUS	203	6	66	21	107	1	1
STANLY	91	8	27	16	38	1	1
G ALAMANCE	89	14	36	14	24	1	0
DAVIDSON	445	154	49	123	110	7	1
GUILFORD	290	34	209	10	34	0	1
RANDOLPH	96	0	22	4	67	0	3
ROCKINGHAM	186	46	50	34	53	2	0
H ANSON	257	155	24	72	1	4	0
MONTGOMERY	69	34	9	14	9	3	0
RICHMOND	465	159	77	185	24	9	5
SANDHILLS	93	8	58	2	16	1	8
I SURRY	158	2	16	46	92	1	0
J JOHNSTON	67	9	33	3	19	0	2
PIEDMONT	252	138	36	55	16	4	0
VANCE-GRAN	148	8	125	0	11	1	2
L EDGECOMBE	58	12	39	1	5	0	0
HALIFAX	38	1	33	0	4	0	0
WILSON	161	44	91	4	17	0	1
M FAYETTEVILLE	328	24	168	18	91	0	6
N BLADEN	209	57	78	25	41	3	2
ROBESON	139	6	56	7	17	4	47
O CAPE FEAR	198	29	115	9	41	2	1
SOUTHEASTERN	305	16	111	26	141	0	8
P JAMES SPRUNT	97	5	64	10	17	0	0
LENOIR	364	42	220	20	77	1	0
PAMLICO	77	6	45	0	26	0	0
WAYNE	214	14	137	7	53	0	1
Q MARTIN	217	7	161	2	46	0	0
PITT	196	15	155	5	20	0	0
ROANOKE-CHOWAN	36	10	22	1	3	0	0
TOTALS	***8565***	***1261*** (14.7%)	***2879*** (33.6%)	***1245*** (14.5%)	***2919*** (34%)	***48*** (.5%)	***114*** (1.3%)

**In some instances percentages do not equal 100%.*

TABLE 5 PLACEMENT RECORD ON 1991-92 HRD GRADUATES WHO RECEIVED FOLLOW-UP SERVICES DURING 1992-93

REGION & COLLEGE	*GRADUATES RECEIVING FOLLOW-UP*	*JOB PLACED*	*VOC/TECH TRAINING PLACED*	*OTHER SKILL TRAINING PLACED*	*ABE, GED AHSD PLACED*	*% TOTAL GRADUATES PLACED**
A HAYWOOD	59	46	31	3	2	138%
SOUTHWESTERN	150	72	29	85	20	137
TRI-COUNTY	39	32	13	9	1	141
B ASHEV-BUNC	204	155	37	1	2	95
BLUE RIDGE	110	59	15	65	7	132
C CLEVELAND	45	29	16	4	15	142
ISOTHERMAL	170	148	3	94	1	144
MCDOWELL	182	109	31	0	8	81
D MAYLAND	154	117	53	17	9	127
WILKES	119	64	8	25	30	106
E CALDWELL	141	64	34	1	29	90
W. PIEDMONT	74	30	14	0	13	77
F C. PIEDMONT	273	167	78	13	2	95
GASTON	181	86	32	7	17	78
ROWAN-CABARRUS	138	39	1	0	147	135
STANLY	94	66	21	4	19	117
G ALAMANCE	67	20	5	0	1	38
DAVIDSON	455	203	60	89	76	94
GUILFORD	291	128	83	1	80	100
RANDOLPH	41	24	14	1	15	131
ROCKINGHAM	226	125	10	40	46	97
H ANSON	52	21	5	0	7	63
MONTGOMERY	7	3	4	0	0	100
RICHMOND	259	166	21	0	209	152
SANDHILLS	161	67	46	16	6	83
I SURRY	123	100	77	0	17	157
J JOHNSTON	51	45	3	0	39	170
K PIEDMONT	138	83	34	0	4	87
VANCE-GRAN	116	55	20	47	27	128
L EDGECOMBE	76	38	35	0	33	139
HALIFAX	71	22	21	0	24	94
WILSON	79	38	38	7	8	115
M FAYETTEVILLE	265	160	102	27	22	117
N BLADEN	194	132	37	48	6	114
ROBESON	119	61	5	44	7	198
O CAPE FEAR	116	73	50	3	14	120
SOUTHEASTERN	204	142	69	23	31	129
P JAMES SPRUNT	112	85	29	29	3	130
LENOIR	201	77	64	0	32	86
PAMLICO	82	68	6	0	2	92
WAYNE	286	159	40	206	18	157
Q MARTIN	39	24	22	0	6	133
PITT	160	79	45	41	36	125
ROANOKE-CHOWAN	67	37	7	0	21	97
TOTALS	***6191***	***3518*** (57%)	***1368*** (22%)	***950*** (15%)	***1112*** (18%)	***112%*** (6948)

**A total placement rate greater than 100% is a result of placements in both employment and training. Percentages have been rounded off.*

TABLE 6 DOLLAR COSTS OF HRD PROGRAMS AND INCOME INCREASE AND PUBLIC ASSISTANCE DECREASE REALIZED BY GRADUATES IN 1992 - 1993

REGION & COLLEGE	*STATE & COST*	*JTPA STUDENT BENEFITS*	= *TOTAL COST*	*INCOME INCREASE**	*PUBLIC ASSISTANCE DECREASE**
A HAYWOOD	$ 81,742	$ 16	$ 81,758	$ 163,769	$ 766-
SOUTHWESTERN	94,178	1,418	95,596	65,265	28,465-
TRI-COUNTY	56,240	1,772	58,012	226,184	6,141
B ASHEVILLE-BUNC	155,687	2,938	158,625	518,278	14,885-
BLUE RIDGE	96,084	698	96,782	100,110	4,370-
C CLEVELAND	52,370	0	52,370	89,692	33,467-
ISOTHERMAL	77,979	0	77,979	538,843	2,367
MCDOWELL	92,421	147	92,568	543,322	30,890-
D MAYLAND	103,205	12	103,217	254,563	305-
WILKES	114,342	0	114,342	201,349	73,655
E CALDWELL	86,095	5,690	91,785	239,399	12,425-
W. PIEDMONT	98,068	0	98,068	120,773	16,948
F C. PIEDMONT	121,945	0	121,945	390,358	41,623
GASTON	157,011	0	157,011	105,261	7,773
ROWAN-CABARRUS	65,220	0	65,220	112,281	20,222
STANLY	84,743	403	85,146	157,790	2,902
G ALAMANCE	74,016	0	74,016	107,003	29,747
DAVIDSON COUNTY	172,936	240	173,176	725,794	145,531
GUILFORD	128,417	0	128,417	131,028-	88,021-
RANDOLPH	54,900	0	54,900	24,081	3,890-
ROCKINGHAM	90,580	0	90,580	510,202	40,738
H ANSON	70,462	0	70,462	104,377	11,873
MONTGOMERY	40,117	0	40,117	3,395	6,678
RICHMOND	95,647	0	95,647	295,907	47,811
SANDHILLS	92,024	0	92,024	1,106,561	56,924-
I SURRY	92,603	0	92,603	302,247	66,571
J JOHNSTON	92,026	0	92,026	39,591-	62,114
K PIEDMONT	85,790	0	85,790	312,689	11,271
VANCE-GRAN	91,444	0	91,444	105,793	10,884-
L EDGECOMBE	83,457	0	83,457	98,343	11,727-
HALIFAX	90,452	0	90,452	70,689	39,375
WILSON	67,747	0	67,747	58,152	4,488
M FAYETTEVILLE	149,104	0	149,104	176,531	74,662
N BLADEN	119,595	0	119,595	292,135	4,117
ROBESON	79,152	0	79,152	109,999	73,268
O CAPE FEAR	104,567	0	104,567	207,989	60,034
SOUTHEASTERN	96,644	0	96,644	348,079	50,294-
P JAMES SPRUNT	83,334	0	83,334	72,615	10,247-
LENOIR	143,161	22	143,183	123,650	41,769-
PAMLICO	78,467	275	78,742	258,786	39,904
WAYNE	101,436	0	101,436	265,563	191,549
Q MARTIN	54,821	2,375	57,196	119,632	1,068
PITT	89,952	1,539	91,491	110,632	19,000-
ROANOKE-CHOWAN	79,026	0	79,026	152,314	96,900
TOTALS	***$4,139,207***	***$17,545***	***$4,156,752***	***$9,719,776***	***$ 761,001***

**Figures reflect actual income and public assistance data without funding credit adjustments.*

TABLE 7 1992-93 EFFICIENCY INDEX, ANNUAL FTE AND 1993-94 ALLOCATIONS

REGION & COLLEGE	*1992-93 UNADJUSTED EARNBACK**	*1992-93 FUNDING EARNBACK*	*1993-94 ALLOCATION*	*ANNUAL FTE*
A HAYWOOD	1.994	5.817	$ 91,154	18
SOUTHWESTERN	.385	4.375	69,639	8
TRI-COUNTY	4.005	5.611	79,333	10
B ASHEV-BUNC	3.173	4.038	142,260	64
BLUE RIDGE	.989	4.598	76,084	6
C CLEVELAND	1.074	4.607	72,370	16
ISOTHERMAL	6.940	9.912	98,485	6
MCDOWELL	5.536	9.274	108,165	16
D MAYLAND	2.463	6.255	96,310	20
WILKES	2.405	7.124	102,685	33
E CALDWELL	2.473	4.697	126,044	49
W. PIEDMONT	1.404	3.464	85,751	24
F C. PIEDMONT	3.541	5.984	101,980	25
GASTON	.720	1.958	177,011	111
ROWAN-CABARRUS	2.032	5.936	77,191	7
STANLY	1.887	4.453	76,737	13
G ALAMANCE	1.848	2.932	68,082	13
DAVIDSON	5.031	10.042	208,336	68
GUILFORD	1.706-	2.330	108,417	30
RANDOLPH	.368	4.391	75,054	12
ROCKINGHAM	6.082	8.703	120,889	28
H ANSON	1.650	2.793	96,574	35
MONTGOMERY	.251	1.509	46,673	3
RICHMOND	3.594	8.307	134,608	40
SANDHILLS	11.406	13.667	112,024	16
I SURRY	3.983	9.678	114,457	19
J JOHNSTON	.245	3.358	112,026	49
K PIEDMONT	3.776	5.967	89,347	16
VANCE-GRAN	1.038	6.128	98,249	22
L EDGECOMBE	1.038	3.379	80,457	8
HALIFAX	1.217	3.604	71,906	13
WILSON	.925	3.602	74,557	15
M FAYETTEVILLE	1.684	6.014	177,725	72
N BLADEN	2.477	5.703	99,595	17
ROBESON	2.315	5.555	101,889	32
O CAPE FEAR	2.563	6.093	106,036	28
SOUTHEASTERN	3.081	11.797	134,591	34
P JAMES SPRUNT	.748	3.496	63,334	7
LENOIR	.572	4.051	123,161	44
PAMLICO	3.793	5.148	86,017	17
WAYNE	4.506	15.843	137,129	16
Q MARTIN	2.110	9.716	81,946	12
PITT	1.002	6.847	97,016	18
ROANOKE-CHOWAN	3.154	7.765	99,026	17
TOTALS	***2.494*** (AVG.)	***6.057*** (AVG.)	***$4,500,320***	***1127***

**Figures reflect actual income and public assistance data without funding credit adjustments.*

TABLE 8
PROGRAM INFORMATION FY 1973 - 1992

FISCAL YEAR	ANNUAL ALLOCATION	PROGRAM STATE COSTS	FEDERAL STUDENT BENEFIT COSTS	NUMBER OF PROGRAMS	STUDENTS ENROLLED	STUDENTS RECEIVING FOLLOW-UP SERVICES	PLACEMENTS: CURRENT YEAR'S GRADUATES	PLACEMENTS: GRADUATES RECEIVING FOLLOW-UP SERVICES(1)	INCOME INCREASE(2)	PUBLIC ASSISTANCE DECREASE	FUNDING EFFICIENCY INDEX(3)	UNADJUSTED EFFICIENCY INDEX(4)
1973-74	$ 1,475,000	NA	NA	30	939	NA	NA	NA	NA	NA	NA	NA
1974-75	$ 2,151,000	NA	NA	42	2,968	NA	1,324	NA	NA	NA	.766	NA
1975-76	$ 2,151,000	$ 1,974,002	$ 823,740	46	2,797	NA	1,430	NA	$ 3,048,553	$ 856,827	1.943	1.311
1976-77	$ 2,151,000	$ 2,011,432	$1,735,498	47	4,347	4,167	1,800	2,575	$ 4,656,915	$1,537,865	2.539	1.689
1977-78	$ 2,151,000	$ 1,990,906	$2,190,032	48	5,306	4,394	2,155	3,492	$ 6,962,155	$1,971,119	3.211	2.289
1978-79	$ 2,273,027	$ 2,066,342	$1,130,515	47	5,218	4,999	2,431	4,192	$ 8,821,137	$1,721,274	4.512	3.666
1979-80	$ 2,366,795	$ 2,248,065	$1,437,649	47	4,720	5,517	1,926	4,380	$ 7,990,482	$1,345,087	3.497	2.721
1980-81	$ 2,607,167	$ 2,371,166	$1,325,266	46	4,633	4,975	1,988	3,767	$ 6,967,073	$ 841,833	2.767	2.255
1981-82	$ 2,636,987	$ 2,614,673	$ 861,151	45	3,801	3,927	1,560	3,609	$ 7,368,166	$1,023,882	3.003	2.414
1982-83	$ 2,788,178	$ 2,649,506	$ 718,110	45	4,358	3,413	1,801	3,014	$ 7,528,205	$1,032,284	3.155	2.542
1983-84	$ 2,923,612	$ 2,837,933	$ 347,646	45	4,258	3,984	2,548	4,085	$ 8,951,006	$1,301,162	4.626	3.218
1984-85	$ 3,196,297	$ 3,100,995	$ 97,671	45	4,469	4,220	2,614	4,372	$ 9,191,578	$1,158,922	4.687	3.976
1985-86	$ 3,359,687	$ 3,195,139	$ 73,148	45	4,394	4,240	2,565	4,379	$ 8,363,376	$ 816,961	4.200	3.710
1986-87	$ 3,555,952	$ 3,545,032	$ 74,389	45	5,304	4,136	3,308	4,406	$10,089,564	$ 945,016	4.229	2.852
1987-88	$ 3,733,944	$ 3,712,316	$ 69,134	45	5,162	4,621	3,151	5,245	$10,346,611	$1,204,447	4.454	2.927
1988-89	$ 3,956,753	$ 3,943,292	$ 52,659	45	5,447	4,625	3,379	4,845	$ 9,219,500	$ 966,772	3.910	2.466
1989-90	$ 4,161,488	$ 3,771,159	$ 35,645	45	6,306	4,703	3,892	5,021	$10,576,068	$ 961,731	4.776	3.030
1990-91	$ 4,380,588	$ 3,899,398	$ 39,997	44	7,213	5,311	3,699	5,620	$ 8,712,141	$ 817,971	4.403	2.419
1991-92	$ 4,277,692	$ 3,633,619	$ 20,105	44	7,980	5,741	3,807	5,699	$ 8,731,436	$ 913,352	5.626	2.488
1992-93	$ 4,426,864	$ 4,139,207	$ 17,545	44	8,565	6,191	3,614	5,836	$ 9,719,776	$ 761,001	6.057	2.494
TOTALS	*$60,724,031*	*$53,704,182*	*$11,049,900*		*98,185*	*79,164*	*48,992*	*74,537*	*$147,243,742*	*$20,177,506*	*3.808*	*2.692*

(1) Placements reflect only those students who enrolled and graduated during the previous performance year but for whom follow-up services were provided during the current performance year. Figures reflect both job and skill training placements.

(2) Income increase figures reflect income generated through placements in employment only. Data from 1983, 1984, 1985 has been revised from previous reports to reflect only income generated by job placements.

(3) Funding Efficiency Index = $\frac{\text{Income Increase} + 3(\text{Public Assistance Decrease})}{\text{State} + \text{Student Benefits Costs}}$

(4) Unadjusted Efficiency Index = $\frac{\text{Income Increase} + \text{Public Assistance Decrease}}{\text{State} + \text{Student Benefits C}}$

PART THREE

EARNBACK INDEX CALCULATION
LOCATION OF HRD PROGRAMS
LISTING OF 1992-93 HRD COORDINATORS
1992-93 HRD ADVISORY COMMITTEE
REFERENCES AND ADDITIONAL RESOURCES

DESCRIPTION OF HRD EFFICIENCY INDEX CALCULATION

Data on students are used to calculate for each program a composite Earnback Index (EI). These data include individual economic and educational profiles made at program entry and program exit for all persons who enroll in HRD. In addition, economic and educational profiles are made at three, six and twelve months after program exit for graduates of HRD training. Efficiency indices are computed quarterly and annually, although only annual indices are employed for funding purposes. The original EI was developed by MDC, Inc., during the formative stages of HRD.

EI Components and the Composite Earnback

The first component of the EI divides the difference between net earned income after and before training by the cost of training.

$$(1)\quad \text{EI Component} = \frac{\text{Income Increase}}{\text{Training Cost}}$$

The second component divides the difference between public assistance before and after training by the cost of training.

$$(2)\quad \text{EI Component} = \frac{\text{Public Assistance Decrease}}{\text{Training Cost}}$$

The composite EI adds these two components (the income increase and the welfare decrease).

$$(3)\quad \text{Composite EI} = \frac{\text{Income Increase + Public Assistance Decrease}}{\text{Training Cost}}$$

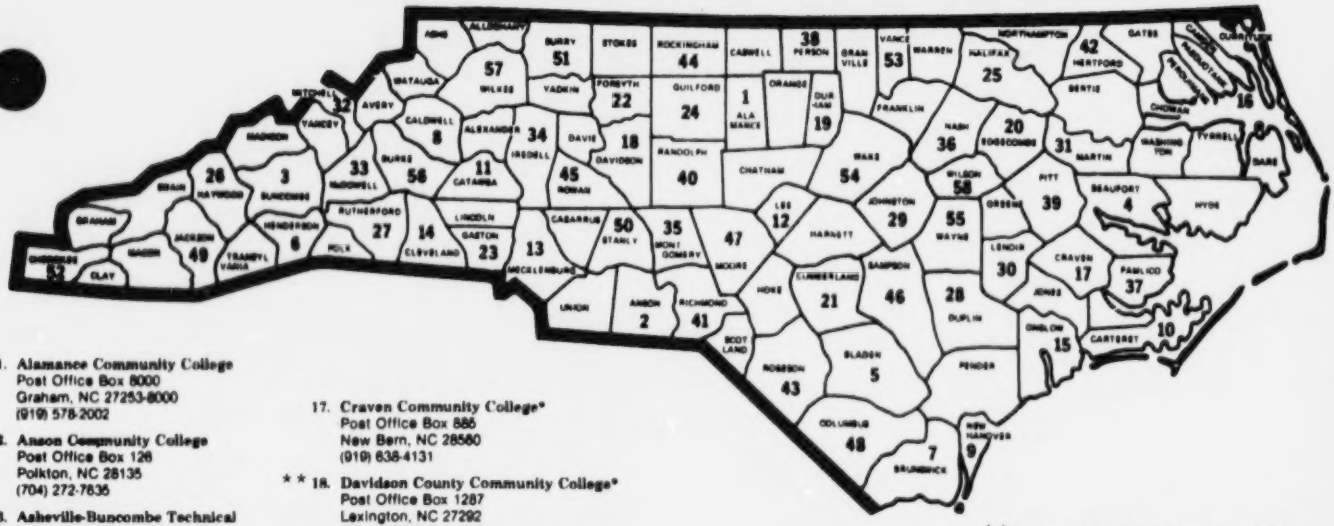
A weighted EI, which increases the rewards to local programs for identifying welfare recipients and getting them off welfare, is now used (along with other criteria) to determine the annual level of funding by the state for each local HRD program.

$$EI = \frac{\text{Income Increase} + 3\,(\text{Public Assistance Decrease})}{\text{State Cost} + \text{Student Benefits Cost}}$$

One third of all HRD funding by the state is based strictly on the relative size of weighted EIs for local programs.

The ultimate yield of the original EI has been said to be a figure showing the number of times students "earn" during one year in increased income and decreased public assistance an amount equal to the cost of their training. The original composite EI has been incorrectly called an "earnback index." Technically, the composite EI only approximates an "earnback index." Instead, the EI should be understood as a means of reinforcing positive performance of HRD programs on two important and related dimensions.

The North Carolina Community College System



1. **Alamance Community College
Post Office Box 8000
Graham, NC 27253-8000
(919) 578-2002

2. **Anson Community College
Post Office Box 126
Polkton, NC 28135
(704) 272-7635

3. **Asheville-Buncombe Technical Community College*
340 Victoria Road
Asheville, NC 28801
(704) 254-1921

4. **Beaufort County Community College***
Post Office Box 1069
Washington, NC 27889
(919) 946-6194

5. **Bladen Community College
Post Office Box 266
Dublin, NC 28332
(919) 862-2164

6. **Blue Ridge Community College*
Flat Rock, NC 28731
(704) 692-3572

Brunswick Community College
Post Office Box 30
Supply, NC 28462
(919) 754-6900

8. **Caldwell Community College and Technical Institute*
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200

9. **Cape Fear Community College
411 N. Front Street
Wilmington, NC 28401
(919) 343-0481

10. **Carteret Community College**
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000

11. **Catawba Valley Community College***
Route 3, Box 283
Hickory, NC 28602
(704) 327-7000

12. **Central Carolina Community College**
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401

13. **Central Piedmont Community College*
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6566

14. **Cleveland Community College*
137 S. Post Road
Shelby, NC 28150
(704) 484-4000

15. **Coastal Carolina Community College***
444 Western Boulevard
Jacksonville, NC 28546
(919) 455-1221

College of The Albemarle*
Post Office Box 2327
Elizabeth City, NC 27909
(919) 335-0821

17. **Craven Community College***
Post Office Box 885
New Bern, NC 28560
(919) 638-4131

18. **Davidson County Community College*
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186

19. **Durham Technical Community College***
Post Office Drawer 11307
Durham, NC 27703
(919) 598-9222

20. **Edgecombe Community College*
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166

21. **Fayetteville Technical Community College
Post Office Box 35236
Fayetteville, NC 28303
(919) 678-8400

22. **Forsyth Technical Community College***
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(919) 723-0371

23. **Gaston College*
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200

24. **Guilford Technical Community College*
Post Office Box 309
Jamestown, NC 27282
(919) 334-4822

25. **Halifax Community College*
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551

26. **Haywood Community College
Freedlander Drive
Clyde, NC 28721
(704) 627-4516

27. **Isothermal Community College*
Post Office Box 804
Spindale, NC 28160
(704) 286-3636

28. **James Sprunt Community College*
Post Office Box 398
Kenansville, NC 28349-0398
(919) 296-1341

29. **Johnston Community College
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051

30. **Lenoir Community College*
Post Office Box 188
Kinston, NC 28501
(919) 527-6223

31. **Martin Community College*
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521

32. **Mayland Community College
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351

33. **McDowell Technical Community College
Route 1, Box 170
Marion, NC 28752
(704) 652-6021

34. **Mitchell Community College***
West Broad Street
Statesville, NC 28677
(704) 878-3200

35. **Montgomery Community College
Post Office Box 787
Troy, NC 27371
(919) 572-3691

36. **Nash Community College***
Old Carriage Road
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011

37. **Pamlico Community College
Highway 306 South
Grantsboro, NC 28529
(919) 249-1851

38. **Piedmont Community College
Post Office Box 1197
Roxboro, NC 27573
(919) 599-1181

39. **Pitt Community College*
Post Office Drawer 7007
Greenville, NC 27834
(919) 355-4200

40. **Randolph Community College
Post Office Box 1009
Asheboro, NC 27204-1009
(919) 629-1471

41. **Richmond Community College*
Post Office Box 1189
Hamlet, NC 28345
(919) 582-7000

42. **Roanoke-Chowan Community College
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921

43. **Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
(919) 738-7101

44. **Rockingham Community College*
Wentworth, NC 27375
(919) 342-4261

45. **Rowan-Cabarrus Community College*
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760

46. **Sampson Community College**
Post Office Drawer 318
Clinton, NC 28328
(919) 592-8081

47. **Sandhills Community College*
2200 Airport Road
Pinehurst, NC 28374
(919) 692-6185

48. **Southeastern Community College*
Post Office Box 151
Whiteville, NC 28472
(919) 642-7141

49. **Southwestern Community College
275 Webster Road
Sylva, NC 28779
(704) 586-4091

50. **Stanly Community College*
Route 4, Box 55
Albemarle, NC 28001
(704) 982-0121

51. **Surry Community College*
Box 304
Dobson, NC 27017
(919) 386-8121

52. **Tri-County Community College*
Post Office Box 40
Murphy, NC 28906
(704) 837-6810

53. **Vance-Granville Community College*
Box 917
Henderson, NC 27536
(919) 492-2061

54. **Wake Technical Community College***
9101 Fayetteville Road
Raleigh, NC 27603
(919) 772-0551

55. **Wayne Community College*
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151

56. **Western Piedmont Community College*
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000

57. **Wilkes Community College*
Post Office Box 120
Wilkesboro, NC 28697
(919) 667-7136

58. **Wilson Technical Community College
Post Office Box 4305 - Woodard Station
Wilson, NC 27893
(919) 291-1195

*Offers College Transfer Curriculum Program

N.C. Department of Community Colleges
Robert W. Scott, System President
(919) 733-7051

Caswell Building, 200 W. Jones Street
Raleigh, N.C. 27603-1337
FAX (919) 733-0680

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

1992-93 HRD PROGRAM COORDINATORS

LARRY LOVE
ALAMANCE CC

HERMAN LITTLE
ANSON CC

MARY HAY GWYNN
ASHEVILLE-BUNCOMBE TCC

NASH HESTER
BLADEN CC

VONNIE CONNER
BLUE RIDGE CC

MELINDA HEFNER
CALDWELL CC & TI

CLARENCE SMITH
CAPE FEAR CC

JEFF SECHRIST
CENTRAL PIEDMONT CC

CAROLYN PETTY
CLEVELAND CC

ANN COLE
DAVIDSON CCC

FEASTA REYNOLDS
EDGECOMBE CC

SHARMON HERRING
FAYETTEVILLE TCC

MELVA HUFFSTETLER
GASTON COLLEGE

JOHN CLARK
GUILFORD TCC

LINCOLN BOND
HALIFAX CC

CAROLYN HOLCOMB
HAYWOOD CC

DELANE DAVIS
ISOTHERMAL CC

SHIRLEY THOMAS
JAMES SPRUNT CC

JOHN WOODHOUSE
JOHNSTON CC

TAMMY BUCK
LENOIR CC

BRENDA MOORE
MARTIN CC

ROBERT BRANCH
MAYLAND CC

BARBARA BOYCE
MCDOWELL CC

CLARE CAGLE
MONTGOMERY CC

PATRICIA MILLER
PAMLICO CC

PHILLIP FORTON
PIEDMONT CC

CHARLES DICKENS
PITT CC

GRAY GASKINS
RANDOLPH CC

MELBA MCCALLUM
RICHMOND CC

SHARON NEWSOME
ROANOKE CHOWAN CC

ROBERT (JIMMY) LEWIS
ROBESON CC

CAROLYN LOFTIS
ROCKINGHAM CC

LARRY YON
ROWAN-CABARRUS CC

ARCHIE MORRISON
SANDHILLS CC

TERESA TRIPLETT
SOUTHEASTERN CC

ELLEN WEEKLY
SOUTHWESTERN CC

CATHY THURSTON
STANLY CC

CAROLY FLIPPIN
SURRY CC

LONNIE DOCKERY
TRI-COUNTY CC

DOROTHY WILLIAMS
VANCE-GRANVILLE CC

JIMMIE FORD
WAYNE CC

HELEN KELLER
WESTERN PIEDMONT CC

MORRIS WEST
WILKES CC

PATRICIA PERRY
WILSON TCC

HRD AD HOC ADVISORY COMMITTEE
1992-93

EASTERN REGION

Patricia Perry, Wilson, CC, Chairperson
Patricia Miller, Pamlico CC, Recorder
Jody Lane, Southeastern CC, Regional Representative

CENTRAL REGION

Ann Cole, Davidson CCC, Chairperson
Melba McCallum, Richmond CC, Recorder
Brenda Mackey, Guilford TCC, Regional Representative

WESTERN REGION

Barbara Boyce, McDowell CC, Chairperson
Morris West, Wilkes CC, Recorder
Lonnie Dockery, Tri-County CC, Regional Representative

NC COMMUNITY COLLEGE ADULT EDUCATORS ASSOCIATION

Vonnie Conner, Blue Ridge CC, HRD Representative

REFERENCES AND ADDITIONAL RESOURCES

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